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ABSTRACT

This training manual describes and explains the variety of tasks performed by library clerks in the Riverside (California) Unified School District's elementary school instructional media centers (IMCs). It is noted that the job responsibilities of these clerks fall into four areas with specific duties relating to each: maintenance of the collection; the circulation of materials; the maintenance of a pleasant and orderly environment; and the provision of a variety of direct services to support the instructional program. Specific duties described include materials selection and processing, organization, check-out, shelving, repair, and card catalog and shelflist maintenance. The manual concludes with a glossary and 20 appendices. The latter include an IMC clerk self-evaluation form, bills of rights from the American Library Association and the American Association of School Libraries, and a variety of library procedural forms. (MAB)

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Procedures Handbook

For

Elementary School IMC Clerks

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Rev. 1990

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished:

* *By providing intellectual and physical access to materials in all formats.*

* *By providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas.*

Information Power: Guidelines for School Library Media Programs. American Library Association, 1988.

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STAFF RESPONSIBILITIES

I. The Library

While all RUSD Elementary libraries function under the same policies and guidelines, they may be called by a variety of other names: The Instructional Media Center (IMC), The Learning Resource Center (LRC), or The Media Center. To avoid confusion, the term "library" will be used in this handbook. "IMC Clerk" is used because that is the official title for the position of Library Clerk.

II. The Principal

The concern, expectations, and leadership of the building principal will determine the quality of the school's library in its important role of supporting the curriculum and the instructional efforts of the classroom teachers.

III. The Teacher

Classroom learning situations often call for the use of the library. Along with the traditional "book check-out", most teachers encourage a variety of different activities (listening, viewing, doing research, storytimes, etc.).

On most occasions, the teacher will accompany the entire class. On others, individual students and small groups can utilize the center's resources.

Teachers work closely with the District Librarian and the building IMC Clerk to enrich and enhance curriculum and daily instruction. Before giving assignments involving the use of materials, the teacher should become acquainted with the materials available in the center. The IMC Clerk can assist with this effort.

The teacher should work with the IMC Clerk to develop a feeling of responsibility in the student for the return of materials and books.

The teacher is encouraged to make suggestions to the IMC Clerk and the District Librarian regarding the purchase of materials for the collection--either individual titles or general subject areas.

IV. District Librarian, K-12 Libraries

The District Librarian coordinates the Library Program in all RUSD schools. She/he provides direction and advisory service to the elementary principals, teachers and classified staff regarding the function of the library and assists principals with the evaluation of library programs.

The District Librarian assists in the development and implementation of school library budgets and supervises the selection, purchase, and cataloging of K-6 library books, periodicals, and non-print materials to support curriculum frameworks. She/he provides staff development and inservice for elementary IMC clerks in the areas of technical skills, library usage skills and reading promotion.

To provide more individual assistance, a "Personal Inventory" form (Appendix A) is completed by the IMC Clerk and discussed in a private conference at the end of each year.

V. Elementary IMC Clerk

The IMC Clerk works under the general direction of the District Librarian and the direct supervision of the building principal. The following duties and responsibilities of an Elementary IMC Clerk pertain to a 6-7 hour position. Any variation from these hours would necessitate an adjustment in these duties and responsibilities, and should be determined by the Principal and the District Librarian.

The job responsibilities fall into four broad areas with specific duties relating to each. (see the official job description - Appendix C)

A. Maintenance of Collection

1. Maintain accurate, up-to-date collection records by updating shelflist, card catalog, and/or computer data as new materials arrive and prior to placing materials in circulation.

2. Keep a current inactive file of materials lost or discarded by pulling complete sets of catalog cards and sending shelflist cards to IMS as required.

3. Keep a current "want list" of materials to be replaced or added to the collection. This "want list" also includes subject areas repeatedly requested by students and teachers.

4. See that materials are mended without delay and available for use.

5. Conduct an inventory of materials according to a prearranged schedule each year.

6. Maintain equipment by cleaning regularly, covering when not in use and sending out for preventative maintenance and repairs.

7. Maintain and reorder necessary supplies. Current recommended supplies and prices will be furnished to IMC Clerks as needed.

B. Circulation of Materials

1. Explain circulation procedures to students and staff.

2. Check-in materials returned to the center continuously throughout the school day.

3. File cards from daily circulation and check for overdue materials. (Automated circulation users do not use cards)

4. Maintain daily cumulative circulation records.*

5. Send overdue notices to home room teachers weekly.*

6. Send Parent Letters (Appendix K) to parents for materials that are a month overdue.

* Automated circulation systems can generate overdue notices and circulation records automatically.

C. Maintenance of pleasant, neat and orderly environment

1. See that the library is arranged properly before the school day starts.

2. Keep materials in order and shelved daily. Find time to "read" and straighten shelves regularly.*

3. Prepare timely and appropriate bulletin boards and displays, changing frequently.

4. See that paper and pencils are available at the card catalog and the charge desk.

5. Establish and maintain a cooperative and efficient work attitude.

* To "read" the shelves is to see that the materials are in correct alphabetical and/or numerical order on the shelves.

D. Provision of a variety of direct services to support the instructional program.

1. Assist teachers in maintaining order and discipline in the library.

2. Schedule usage of the Library with teachers.

3. Become familiar with materials available in the library.

4. Assist students and teachers in locating and using materials.

5. As requested, provide necessary materials for individual and small group activities in the library.

6. Assist in gathering materials for study units and special occasions.

7. Understand use and operation of all A/V equipment.

8. Understand and use automated circulation system, as applicable.

9. On approval of the Principal, attend workshops and inservice meetings.

10. Communicate concerns and needs relating to the library to the District Librarian.

COLLECTION

I. Selection of Materials

The initial collection for each elementary school library was provided with district funds.

The District Librarian prepares an annual recommended materials list which is used for on-going selection of books and media. This list is sent to schools in September of each year. (see ordering of materials section also)

All materials (including donated items) must meet District selection standards before inclusion in a school's collection. The District Selection Policy is on file at each school and at the Instructional Media Services Department. This policy includes a form that is used if an individual wishes to make a formal "request for reconsideration" of any material (see Appendix E).

II. Size

The size of the initial book collection was 10 books per student. Individual school budgeting efforts have largely determined the rate of growth of both print and non-print collections.

III. Processing Materials

Materials are always processed before circulation. If possible, they are purchased pre-processed. For this and other reasons, schools are encouraged to order all library materials through IMS. Instructional Media Services (IMS) clerks, under the direction of the District Librarian, complete or perform original processing of all print and non-print items for K-6 schools. Materials are marked with classification numbers and letters, copy numbers, barcodes, pockets and circulation cards. They are identified as the property of the Riverside Unified School District and a specific school. This identification is stamped on the title page, the bottom of the book, and on the book pocket, or on the container in the case of non-book materials.

The Dewey classification number or designation (FIC, E) and first three letters of the author's surname (call number) are printed on the spine of the book. If the spine is too narrow for marking, the call number appears on the lower left of the front cover. The call number also appears on the book pocket and charge card.

A copy number has been assigned to each item in order to identify it for business records.If an item is lost or missing, the copy number makes it possible to identify a particular item. Copy numbers are determined by records maintained at IMS. Each library has its own series of copy numbers for each title beginning with copy 1. The copy number of an item is typed on the book pocket and charge card, except in the case of first copies. Duplicate copies are identified by "copy 2", "copy 3", etc.

With an automated circulation system, each book is identified by a unique barcode number. This makes copy numbers unnecessary though they are still used. Barcodes are affixed to the book itself and that same number is recorded on the shelf card, the charge card and in the computer's data records.

From time to time it becomes necessary to change the previous cataloging designation of an item. A Notice of Change in Cataloging form (see Appendix R) from IMS is used to notify the IMC Clerk who makes the appropriate changes at the school site.

Both print and non-print materials that are purchased directly from vendors by the schools can be sent to IMS for processing (see Cataloging Request forms - Appendix Q). It should be noted however that these materials will wait until after all orders originating at IMS are complete.

ARRANGEMENT

I. CONTENT

A. Print Materials (Books)

1. Fiction (FIC)
Fiction books are story books designed for pleasure reading and are not classified by a subject number. These stories may or may not be based upon facts.

2. Easy Fiction (E)

a. Easy Picture Books
Picture books are generally designed to be read aloud or enjoyed individually by young children. Picture books do not necessarily have a simple reading vocabulary. Content is usually, but not always, intended for primary grade children.

b. Easy Reader Books
Easy Reader books use a controlled vocabulary that can be read by beginning readers. These books range from a very limited to a more advanced vocabulary level although not as difficult as the Fiction books.

3. Non-fiction (000-999)

Non-fiction books are written for the purpose of presenting accurate information. Each non-fiction title is assigned a classification number which represents the subject area of that specific book. RUSD uses the Dewey Decimal system of classification.

4. Reference (REF)

Reference books are primarily non-fiction and include encyclopedia sets, unabridged dictionaries, almanacs, atlases, and other materials as dictated by individual school needs. They are marked with "REF" in addition to the other class designations.

5. Professional Books (PROF)

Professional materials are for staff use. They are shelved in a designated area and are marked with "PROF" in addition to the other class designations.

6. Periodicals/Magazines

Periodicals (or magazines) for children's use are usually kept on shelves, racks or in cases for easy access. Except for the current issue, magazines may be checked out to students. Professional periodicals may be kept in the staff room or shelved with other "PROF" materials. Any issue may be checked out to staff members.

B. Non-print Materials

A variety of non-print materials are available at the school site. These items are generally purchased to directly compliment the curriculum. The following symbols are used to designate specific materials:

Material	Symbol
Art prints	AP
Charts	CH
Compact Disk	CD
Computer Program	CP
Flash Cards	FC
Games	GA
Kits	KI
Laser disc (video disc)	LD
Maps (globes)	MA
Microfilm & Microfiche	MF
Motion pictures	MP
Programmed material	PM
Realia	RA
Records	RE
Slides	SL
Sound filmstrips	SF
Study prints	SP
Tapes, recordings	TA
Transparencies	TR
Video Cassette	VC

II. Organization

All materials are arranged in a logical sequence to facilitate their use. There are really only two types of materials in any library: fiction and non-fiction. Materials are further classified and categorized by type, subject or use. The Dewey Decimal system is used for non-fiction materials in most school and public libraries in the United States.

It divides knowledge into ten major subject groups. Each number represents a subject or a subdivision of a subject. A collection of books or non-book materials shelved numerically according to this classification will automatically fall into related subject groups.

Dewey Decimal System of Classification

001-099	Generalities
100-199	Philosophy and related disciplines
200-299	Religion
300-399	Social Sciences
400-499	Languages
500-599	Pure Sciences
600-699	Technology (Applied Sciences)
700-799	Arts & Recreation
800-899	Literature and Rhetoric
900-999	Geography and History

A. Non-fiction

Non-fiction is arranged numerically by the Dewey Decimal classification number. Classification numbers are read by figure, e.g., 591.19 is read: five-nine-one, point, one-nine and comes before 591.2 because 19 comes before 20.

1. When there are several books in the same classification, they are arranged alphabetically by the last name of the author within the classification. The first three letters of the author's surname are printed under the classification number on the spine of the book, the pocket and the charge card.

Example:

Classification	Author	Title
581 Cor	Cork	Mysteries and Marvels of Plant Life
581 Mar	Marcus	Amazing World of Plants
581 Nus	Nussbaum	Plants Do Amazing Things

2. When there are several books by one author in the same classification, they are arranged alphabetically by title.

Example:

Classification	Author	Title
583 Ove	Overbeck	Cactus
583 Ove	Overbeck	Carnivorous Plants
583 Ove	Overbeck	Sunflowers

3. Arrange individual biographies (921) alphabetically by the surname of the biographee. The first 3 letters of the last name of the biographee are used under the classification number. Two or more biographies about same person are arranged alphabetically by the authors' last name. Note that the previously used designation, 923, still exists in most library collections.

Example:

Classification	Biographee	Author	Title
921 Jef	Jefferson	Barrett	Meet Thomas Jefferson
921 Jef	Jefferson	Hargrove	Thomas Jefferson
921 Joa	Joan	Nottridge	Joan of Arc

921 Kel	Keller	Hunter	Helen Keller

4. Comprehensive example of arrangement of non-fiction titles:

Example:

Classification	Author	Title
025.5 Fuj	Fujimoto	Libraries
027 Gib	Gibbons	Check it out!
538 Cha	Challand	Experiments with Magnets
538.07 Ard	Ardley	Exploring Magnetism
538.2 Fra	Fradin	Radiation
551.48 Car	Carlisle	Rivers
551.48 Cou	Court	Ponds & Streams
920 Dav	Davis	Black Heroes of the American Revolution
921 Tub	Bains	Harriet Tubman, The Road To Freedom
921 Tub	Ferris	Go Free or Die: A Story About Harriet Tubman
954.05 Dal	Daly	Gopal and the Temples' Secret
954.9 Dal	Daly	Bhutan

B. Fiction

Fiction is arranged alphabetically by the last name of the author. "Fic" and the first three letters of the author's surname are printed on the spine of the book, the pocket and the charge card.

1. Two or more books by the same author are arranged alphabetically by title. (Ignore A, An, or The, when they are the first word of a title.)

Example:	Author		Title
	Fic Han	Hansen	The Gift Giver
	Fic Han	Hansen	Out From This Place
	Fic Hei	Heide	Banana Blitz
	Fic Hei	Heide	Banana Twist

2. Books by authors whose last names begin with "Mc" or "Mac" are arranged as if all the names were spelled "Mac". This means you will alphabetize by the letter after the "Mac".

Example: Author

Mabie

MacAgy

Macaulay

McGraw

Machines

C. Easy Fiction (Picture and Easy Reader Books)

Easy fiction books are arranged alphabetically by author. "E" and the first three letters of the author's surname are printed on the spine, the pocket and the charge card. The practice has been to separate these two types of Easy fiction although this is not mandatory.

D. Reference Books

Reference books should have "REF" printed above the classification number and the first three letters of the author's surname. Reference books are for use "in house" only. Reference books have no pockets or cards. A label with "FOR REFERENCE USE ONLY" is affixed to the top of the fly leaf.

E. Professional Books

Generally non-fiction and shelved separately, these items are for staff use and should be conveniently located with that in mind. Professional books are marked with "PROF" above the classification number and the first three letters of the author's surname. This is printed on the spine, the pocket and the charge card. These books can be intershelved with the non-print materials if space and shelving permit. This allows staff convenient and easy access to all materials on a given subject.

CIRCULATION

I. Purpose

Maximum value is received when reading guidance is given and when materials circulate to students for home and classroom use. Children should be encouraged to read with family and friends. Please read the ALA (Appendix B) and AASL Bill of Rights (Appendix D).

II. Opening the Library

The following is a suggested list of procedures to be done before initially opening the Library each fall:

A. Finish any mending of materials left from the previous school year.

B. Set up the circulation files, noting teacher and staff changes.

C. Plan and put up displays and bulletin board decorations--a good time to plan for the rest of the year also. Create interesting displays of any newly received materials.

D. For Circulations Plus users: obtain new student lists and input patron data. Update classes by "dumping" 6th grade students and advancing all other grades.

E. Conduct orientation for new teachers to acquaint them with what is available in the library and to explain procedures.

F. Schedule all classes for an orientation to the library before book check-out begins. Explain library rules and procedures. Remember that all students must be offered access to materials, even if only "in house" use.

1. Consult with principal and teachers regarding check-out by kindergarten students. Many schools have policies that state kindergarten will not check-out for the first half of the year or for the entire year. Other individual school's policies may include check-out only to the room for all or part of the year.

   It is recommended that at least until after Christmas kindergarten students only visit the library without checking-out. The teacher may check-out books to the room of course. After Christmas, depending upon school policies and the teacher's estimation of student readiness, one book per student may be checked out to the student and kept in the room.

The next step, if the students are considered responsible enough and policies permit, is to allow one book to be checked out for home use. This could logically begin after Spring Break.

G. Set up a master calendar and plan with teachers and other staff for regular scheduled class or small group visits to the Library.

III. Preparation of New Materials

Each school's materials arrive at IMS and are checked in, processed, counted, boxed and shipped to individual schools. Except for July and August, IMS sends materials to schools throughout the year. Upon arrival at the school library the following steps should be followed for books and non-print materials.

A. Remove the transport card attached to the box. This card will have the date and number of items listed (see sample below).

SCHOOL _____ DATE _____

TO: IMC CLERK

FROM: INSTRUCTIONAL MEDIA SERVICES

TOTAL NUMBER OF BOOKS _____

LOTTERY '88 _____ CH.2 '88 _____ EIA _____

LOTTERY '89 _____ CH.2 '89 _____ SIP _____

PTA/PTO _____ REG. _____ OTHER _____

PLEASE CHECK THIS SHIPMENT AGAINST YOUR ORDER

B. Unpack the box. Count the items and compare to the card. If different, contact IMS. Save the card for your records.

C. If you do not yet have automated circulation, save the data disks in a safe place and ignore the barcodes on each book. This only applies to those books ordered from Follett, our main supplier. All other books will arrive as usual, without barcodes or data disks.

1. (For new books) Open each book and check school name on pocket and title page. Remove and separate the shelf list from the card catalog cards.

   Check the shelflist card to be sure the ISBN (International Standard Book Number) and/or LCCN (Library of Congress Catalog Number) is listed. If not, look in the book, the number should be either on the verso of the title page or at the end of the book, enter the number on the card. If the book has a barcode, check the shelflist card to be sure that the barcode number is the same as on the book. This has already been checked at IMS, but it is wise to double check anyway.

2. (For duplicate copies) Pull the shelflist card for this book and check the copy number against your record. (leave a "flag" where card is to be re-filed) If the copy number is correct, type it on the card, along with the date. (price and funding should be noted if known) If the copy number is incorrect, change it and notify IMS. Then enter information as above.

   Copy numbers are not necessary when using automated circulation as each barcode number is unique to that book. However, until all schools are automated copy numbers will continue to be used.

3. Put the shelflist cards in separate stacks (Fic, Non-fic, E, Non-print, Prof, Ref.). Put each stack of cards in file order. Before filing in the shelflist, enter the number of items received in the correct place on the inventory control card for the correct section. File the cards.

   a. If you are using an automated circulation system, follow these additional procedures.

      1. "Dump" the data disk into your system. If any cataloging changes have been made on the cards (it will be obvious) make the same changes in your data. Use your shelflist cards for this information. Check the computer data for accuracy (i.e. name of book same as is printed on barcode, etc.).

         (or)

      2. Assign and affix a barcode to each book. Enter this number and the bibliographic data from the shelflist card into the computer. Enter this number on the shelf list card.

4. Put aside the card catalog cards for filing. It is wise to alphabetize these cards immediately so that they can be filed as time permits. Use even small amounts of time each day to file catalog cards. Keep them in a box clearly marked "Cards to be filed in catalog-alphabetized and ready" (or something to that effect). See Rules for filing in Catalogs Cards and Files section of this handbook.

D. Display new books in a prominent place before allowing them to be checked-out. If some are professional, be sure to inform the teachers (display in lounge, list, personal invitation, etc.). Teachers should also be informed, about the subject area at least, of new student books. Do not keep the books from circulation for too long (a month is too long). Any books that you want to share first with students in a story time or booktalk should be pulled and saved before displaying.

1. If book jackets are separate, these can be used on a bulletin board. Jackets should be regularly "weeded" if torn, ragged, drab, uninteresting or are for books no longer in collection.

E. High demand books may call for 1) a reserve list for title and/or 2) a limited time for check-out. This must be determined by the individual situation.

F. Checking in New Periodicals (staff & student).

1. Stamp the school's name on the front cover of the magazine, the table of contents page, and one page of the body.

2. Check or note the date received in the appropriate box on a magazine control card to indicate that the periodical has been received. (see example below) This must be done if you are to be sure of receiving every issue. If there is a problem, contact the district's Purchasing Dept. who will contact EBSCO (the periodical jobber).

3. Place on periodical shelves for use. Some schools use plastic magazine binders for displaying the most current issue. This current issue is not checked out until the next issue arrives. Back issues are kept in metal, plastic or cardboard files or in stacks. Back issues are checked out to both students and staff. Detailed procedures are found in the Circulation section of this handbook.

IV. Check-out and Return of Materials

A. Students and teachers may check out materials during open circulation hours and/or at regularly scheduled class visits to the library. Many schools have open circulation hours that include before and after school and at noon.

B. Depending upon the size of the collection, the population of the school and/or other individual considerations, students could check out materials following these patterns:

2 books for 2 weeks
2 books for 1 week
1 book for 1 week

Books may be checked out over holidays at the IMC Clerks' discretion. It is recommended that this occur only for a week or shorter period.

C. Books may be renewed at the discretion of the IMC Clerk. Demand for the item as well as knowledge of the student's reading habits should dictate renewal procedures.

D. When there is great demand, materials can be put on a temporary reserve status. Students would then use these items in the library only, as with reference books.

E. Teachers are sometimes allowed to check-out materials with no specific due date. A simple note requesting the return of an item is usually sufficient. Some schools, especially those with limited collections, limit the circulation period as needed.

It is not recommended that teachers be allowed to check out all the materials on a subject for classroom use. Nor is it recommended that teachers be allowed to check out reference materials to the classroom.

1. No matter how often teachers are encouraged to stagger assignments, generally more than one class will need to use the same materials at the same time. Classroom check-out will not allow for this.

2. Reference needs to be just that: always available in the library for general use.

3. Keep in mind that if classroom check-out of large quantities of books is allowed to "get out of hand" ultimately, there will be no need for a library, either as a central information center or as a place to do research.

F. Checking-out: Card System

The following general procedures are to be followed with all but pamphlets, periodicals, and non-print materials.

1. The borrower removes the circulation card from the pocket and writes his first name, first letter of last name, and room number on the card. He then presents the item and card to the IMC Clerk or student aide who stamps the date due on the circulation card and on the pocket. If the "basket" checkout system is used, the student will take the item to the charge desk, drop the charge card into a desk slot or box and slip a pre-stamped date due card in the book pocket.

2. If the circulation card is filled, paper clip a new card to the filled one and have students fill out as usual. Before filing, on the new card type the information exactly as it appears on the old.

3. File circulation cards in the following manner:

   a. Count total daily circulation and record on Daily/Monthly Circulation Record at the end of each day. At the end of each month, record your totals on the Cumulative Total Sheet (Appendix G).

   b. In the charging tray behind each date for one full check-out period, are dividers for Easy, Fiction, Non-fiction and Pamphlet/Periodical. Behind each divider file circulation cards by date due in alphabetical order by the author's last name.

   c. Another method is to file circulation cards behind teachers' names. This works well if students check-out only during scheduled class times. Teachers' names must be noted on the pocket as well as the date due.

   d. For materials checked out by teachers, the cards are filed alphabetically by author behind the teacher's name.

   e. If the circulation card is filled, put a large X on the front of the card so that it may be easily detected. Type a new card and paper clip it to the old card. When putting the circulation card in the book pocket, the new card goes in and the old card is thrown away. Copy the form of the original card exactly when typing the replacement circulation card.

G. Checking in: Card System

1. Check date due in front of item. Look in card file under this date and remove the proper circulation card. Before returning the circulation card to the pocket, place it directly below the printing on the pocket, checking author, title, and copy number to make certain that the information is exactly the same.

2. If unable to locate the circulation card after a thorough search, type a new circulation card with the abbreviation DUP (for duplicate) in the upper right-hand corner. Should the original card be found, destroy the duplicate card. Hint: an additional divider labeled "snags" can be used for cards without books.

3. Slipping or carding of the books will usually be done by IMC Clerks or other adult help. When student help is used, the items should be double checked by the IMC Clerk to eliminate errors. As items are checked in they should be examined for condition. Those in need of repair should be put aside immediately on a designated shelf.

H. Automated Circulation System

1. The borrower presents the book for check-out. The clerk wands the patrons' barcode (from the desk file) and then wands the book barcode. Any problems will show on the screen. The clerk can "override" the system to allow an individual to check-out.

2. To check materials in, the clerk wands the barcode on each item.

3. Daily & monthly circulation reports can be automatically generated.

4. See Follett Circ. Plus user's guides for more complete information on the program.

I. Periodical, Pamphlet and Non-Print Circulation.

Periodicals and Pamphlets

Back copies of periodicals (magazines) and pamphlets may be checked out by students and staff. The most recent magazine issue is left out for use by all until the next issue arrives. Back copies can be stored in file boxes or stacked on shelves.

Pamphlets are kept in the vertical file by subject. Subject headings should approximate card catalog subject headings whenever possible. Pamphlets are stamped with ownership and labeled "Pamphlet File - (subject)" as near to the top right corner as possible.

Example: Pamphlet File - Dogs

It is recommended that periodicals and pamphlets be checked out using the following procedures: (see Appendix H & I)

1. Check-Out

   a. Prepare used manilla envelopes by attaching the form for either magazine or pamphlet check-out. The checked out item will be put in and returned in this envelope. This safe-guards small and/or easily damaged items and allows return with books.

   b. When borrower presents item for check-out, prepare a green card for a periodical or a (your choice of color) card for a pamphlet, as well as a manilla envelope with form. You can either prepare these cards ahead of time and attach to items with paper clips (for high-use items & magazines in particular) or prepare cards as needed.

   c. If you are using an automated system, these cards can be assigned a temporary barcode or, if used regularly, a permanent barcode. Enter the bibliographic data as needed.

   d. Have student fill out name and room number as usual on the card and on the form attached to the envelope.

   e. Stamp the date due as usual on the card and on the envelope form.

   f. Put the cards with all other cards for that day. When filing, these cards are filed by date due and then alphabetically by title behind a pamphlet/periodical divider.

2. Check-In

   a. Use the same procedure as with books, except the form on the envelope is used in place of a pocket/date due slip.

b. Attach the prepared card to the item with a paper clip. It can be reused until filled.

J. Non-Print Material

These items are usually checked-out to staff only and are shelved with other professional materials.

1. Check-out procedures are the same as with books that are checked-out to teachers.

2. Check-in: It is important to check kits for completeness and condition. Set aside any container needing repair on a designated shelf. Note any missing or damaged parts on the circulation card and add this item to your replacement card file.

V. Shelving Materials

Materials which have been returned should be shelved as soon as possible; at least daily. After slipping, arrange returned books on book truck in the same order as they will appear on shelf, or on top of the section where it should be shelved. Student aides can be trained to re-shelve books. To assist them, organize the books by area (Fic, E, or Non-fiction) and have students shelve in only one area at a time. The student can shelve the book with the spine up so it is immediately visible for double checking by the IMC Clerks.

VI. Overdue Items

A. Regular Procedure

1. Sort overdue items by classroom. Some teachers may request a regular list of overdues and this should be provided. Type Overdue Notices (Appendix J) for each student as soon as possible - no later than one week. If item is not returned, date and send second notice the second week. By the third notice and week, if still not returned phone parent with cost of book. Note date of parent contact on 3rd copy of overdue notice. When book is returned, destroy all copies of overdue form.

2. Automated circulation users can generate individual overdue notices with the computer program. Individual lists of overdues by class can also be generated upon request.

B. Fines/Request for Payment

1. It is not permissible to charge fines for overdue items in the elementary schools. If a child repeatedly fails to return items, assistance from the teacher and/or principal should be requested.

2. If an item is not returned within four weeks, a Parent Letter (Appendix K) should be sent to the child's parents asking their aid in returning the item. The letter should state the author, title, copy number and the price of the item. (The first three items can be found on the circulation card). This letter must go through the school principal's office for his/her signature. Automated circulation users will need to send these letters as well.

VII. Lost or Damaged Items

A. Once an item has been declared as lost, charges should be assessed. A person losing an item will be charged the full replacement price of the item plus $1.00 for processing. For books, the following schedule of charges is currently in use and will be updated as necessary.

3.50 - paperback
7.00 - Perma-Bound, Econoclad, etc.
12.00- hard back *

*If book is valued at appreciably more than this figure (16.00 or more) charge the full cost of the book plus $1.00 for processing. See shelf card for exact purchase price. If item is older than 5 years consult a recent catalog for current price.

1. Mark "L" & "P" (lost and paid) and the date beside the copy number of the item on the shelflist card. Update the inventory control card for that section. If it is the last or only copy, remove the shelflist and catalog cards and staple them together, filing in the inactive file.

B. A person who has damaged items which are beyond simple repair or are not able to circulate again is also charged the full price plus $1.00 for processing. Once the charge is paid, the person may then keep the damaged item. Mark "D & P"(damaged and paid) and the date beside the copy number of the item on the shelflist card and then follow the same procedures as with lost books above.

1. Give or send the parent a receipt, keeping a copy in the receipt book. If it is the last or only copy, remove the shelflist and catalog cards and staple them together, filing in the inactive file.

C. In some schools a child with a lost or damaged item will not be allowed to check-out other items until the charge is paid. Check with the school principal regarding school policy.

CATALOGS AND FILES

I. The Card Catalog

A. Purpose

The purpose of the card catalog is to show what materials are available in the Library. An item may be located if the author, the title, or the subject of the item is known (some may also be found under the illustrator's name). A complete set of catalog cards is provided for every item by IMS.

B. Arrangement

Each elementary library has one or two standard 15-drawer card catalog cabinets. The card trays have metal rods which lock the cards in place. The trays should be no more than three-fourths full thus allowing room for movement and ease in reading the cards.

Cards are arranged alphabetically in a dictionary arrangement. This means that all cards are interfiled in one alphabetic arrangement according to the top line, whether they are author cards, title cards, subject cards, or any other type of card. Labels on the outside of the trays guide the user to the correct tray. Guide cards within the tray aid in the location of a specific card. Theses guides are used in the same manner as guide words in a dictionary.

C. Types of Catalog Cards

Catalog cards are named according to the information on the top line of the cards.

1. An author card has the author's name on the top line. (last name first)

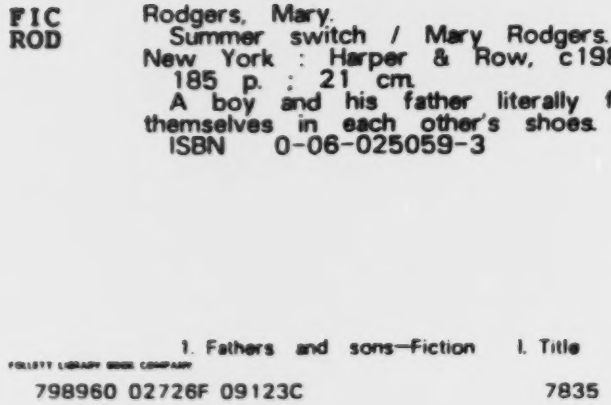
2. A title card has the title on the top line.

3. A subject card has the subject typed in capital letters on the top line. Frequently several subject cards will be necessary for one item to index the varied contents of the item.

D. Information on Catalog Cards

Catalog cards will have all or part of the following items:

1. Call number which includes the Classification number (non-fiction) or designations (E or FIC).
2. Author
3. Title
4. Illustrator
5. Joint author, editor, compiler, translator
6. Publisher
7. Copyright date or date of publication
8. Number of pages (pagination)
9. Statement of illustrations: maps, diagrams, photos, etc.
10. Annotation of the book
11. Tracings - subjects, titles, series
(found at the bottom of the main entry or author card - see sample below)



FIC
ROD

Rodgers, Mary.
Summer switch / Mary Rodgers. --
New York : Harper & Row, c1982
185 p. ; 21 cm.
A boy and his father literally find themselves in each other's shoes.
ISBN 0-06-025059-3

1. Fathers and sons—Fiction I. Title

798960 02726F 09123C 7835

II. The Shelflist

A. Purpose

The shelflist is the official record of the entire collection. It shows the number of copies of each title and the history of each copy from the date of its addition to the library to the date of its loss or discard.

When new materials arrive at the school, a shelflist card (sample below) is sent with the catalog cards. A tally of these new additions is noted on the shelflist inventory card at the beginning of the appropriate section of the shelflist.

For purposes of comparison and background information, the shelflist inventory cards are kept for 3 years in the front of each shelflist section.

A shelflist card (shown below) will show the same information as the author catalog card for the item along with the following information:

1. Copy number of each copy of the book in the library
2. Price of each copy of the book
3. Inventory status of each copy (missing, lost, lost and paid, damaged and paid, withdrawn)
4. Barcode number
5. ISBN and/or LCCN of book

FIC
ROD

Rodgers, Mary.
Summer switch / Mary Rodgers. --
New York : Harper & Row, c1982
185 p. ; 21 cm.
A boy and his father literally find themselves in each other's shoes.
ISBN 0-06-025059-3

copy 1 7/90 10.13

LC# 88-31256

1. Fathers and sons—Fiction I. Title

PALLETT LIBRARY BOOK COMPANY

798960 02726F 09123C 7835

B. Shelflist cards are arranged as follows:

1. Non-Fiction:

   a. Numerically, by classification number (000-999)
   b. Alphabetically, by author within each classification
      Exception - biographies in the 921 and 923 classification are arranged by biographee and sub-arranged by author.
   c. Alphabetically sub-arranged by titles when two or more titles by one author occur in one classification.

2. Fiction and Easy

   a. Alphabetically by author within each group
   b. Alphabetically sub-arranged by title when two or more titles are by one author occur.

3. Reference

   a. Numerically by classification number
   b. Alphabetically by author within each classification; sub-arranged by title when two or more titles by one author occur in one classification.

4. Professional Books and Non-Print Materials
   It is recommended that these items be intershelved and thus the shelf cards should be interfiled.

   a. Numerically by classification number
   b. Alphabetically by author (for books) within each classification; sub-arranged by title when two or more titles by one author occur in one classification.

   c. Alphabetically by title (for non-print) within each classification.

III. Inactive File

A. Purpose

The inactive file is kept to provide information for the intelligent reordering of quality materials which are no longer in the collection. It can be, in a sense, a "want list" for replacements.

B. Arrangement

The inactive file is arranged by type of material--Easy, Fiction, Non-fiction, Reference, Non-Print, and Professional, then alphabetically by author's last name (or by title in the case of non-book material). The shelflist card is on top, author card next, and all cards on tracings follow and are stapled together.

C. Usability

The inactive file should only reflect the losses and withdrawals for the past year. Items before that time should have been acted upon and the cards discarded.

D. Union Shelf List

IMS keeps a master shelf list, the Union list, which should contain a record of everything in all the elementary schools. To keep it current, each school sends IMS its lost or discarded shelf list cards each year.

IV. Miscellaneous Files

The files listed below are kept in the charging tray and are separated with labeled guides.

A. Circulation

A file of book cards showing books in circulation. Books checked out by teachers are filed behind the teacher's name.

B. Delinquent

A file of book cards for books known to be overdue and for which every effort is being made to secure return.

C. Snags or Strays

A file of found book cards with apparently missing books.

D. Lost

A file of book cards for books known to be lost but for which payment has not been made. (These cards may be destroyed when the "lost" entry has been made on the shelflist). In June of each year these titles are sent to the District Librarian for replacement considerations.

V. Rules For Filing Catalog Cards

A. General Rules

1. Preparation for Filing

a. Cards which are to be filed in the card catalog should be arranged in correct order before they are interfiled with those already in the catalog. Arrange cards alphabetically by the top line. When the top lines of two or more cards are alike, arrange these cards in order alphabetically by the next line except as indicated for books about authors.

b. Interfiled cards should be inserted "above the rod" in the catalog tray. LOOK AT A FEW CARDS IN FRONT OF AND IN BACK OF THE CARD WHICH IS BEING FILED to be sure that these are in correct relationship; otherwise, two or more alphabets may easily get started.

c. All filing should be checked by a second person or at a later time by the person who originally filed the cards. The rod may then be removed so that the cards will drop into their correct alphabetical positions and be locked there when the rod is replaced. Checking is extremely important--A MISFILED CARD IS A LOST CARD. Hint: A blank card at the front and at the back of each tray will keep the first and last cards from becoming excessively soiled.

2. Catalog Card Arrangement

a. Cards can be arranged word by word or letter by letter. RUSD libraries arrange word by word. Each word is considered separately in accordance with the general rules "short before long" and "nothing before something."

Word by word filing:
A book about myself
Book Bytes
BOOK-MAKING (BETTING)
Book of bells
Book reports
BOOKBINDING
Booker, William, 1905-
Booker, T. Washington
Bookfinder
Bookkeeping made simple
Books that changed the world
BOOKSELLERS AND BOOKSELLING

b. Disregard the initial articles such as A, An, and The at the beginning of a title. Articles within a title or subject heading are to be considered in filing.

An album of horses
APACHE INDIANS
The apple and the arrow
Appleseed Farm
Book of cowboys
Book of the West
A little oven
Misty of Chincoteague
The Mitchells

c. Single letters are filed before words beginning with the same letter in accordance with the "short before long" rule.

A B C bunny
A is for Annabelle
Aanrud, Hans
"B" is for Betsy
Babbitt, Adeli

d. Abbreviations should be arranged as if spelled in full in the language of the entry, except Mrs. and Ms. which are filed as written:

A doctor among the addicts
Dr. Atkins' nutrition breakthrough
Doctor Dolittle
Doctors on horseback
Documents of American history
Miss Lulu Bett
Missis Flinders
Mister Abbott
Mr. Emmanuel
Mistress Margaret
Mitchell, Margaret
Mrs. Miniver
Ms. O'Hara
St. Denis, Ruth
Saint-Exupery, Antoine de
Saint Joan
St. Lawrence River
Ste Anne des Monts
Sainte-Beuve, Charles Augustin
Saintsbury, George Edward

e. Contractions and elisions are arranged as they are printed; i.e. apostrophes are disregarded.

Grandmas and grandpas
Grandma's rhymes and stories
Who'll mind Henry?
Who's who
Whose promised land?

f. Numbers in titles of books are arranged as if they were spelled out in full and as they are spoken, not in numerical order. Whether a number is used as a number or as a date will make a difference in how the number is spelled out.

Number	Date
100 - One-hundred	100 - One-hundred
101 - One-hundred-one	101 - One-hundred-one
1001 - One-thousand-one	1001 -One-thousand-one
1950 - One-thousand-nine hundred fifty	1950 - Nineteen-fifty

There is an exception to the above in the case of round thousands (1100, 1500, 1900). These will read the same in numbers and dates.

Number	Date
1100 - Eleven-hundred	1100 - Eleven-hundred
1500 - Fifteen-hundred	1500 - Fifteen-hundred
1900 - Nineteen-hundred	1900 - Nineteen-hundred

Filing examples:

Five Chinese brothers
500 hats of Bartholomew Cubbins
Five puppies for sale
Fletcher, Sydney E.
Four farthings and a thimble
4-H CLUBS
400 tricks you can do
Four story mistake

g. Interfile Ampersand: "&" with "and".

h. Compound names are arranged as separate words for both personal and place names. Compound names may or may not have hyphens. (Prefixes, "i")

E-Yeh-Shure' (Blue corn)
East o' the sun and west o' the moon
Ho-ming, girl of new China
HOBBIES
NETHERLANDS
NEW MEXICO
NEWBERRY, Claire (Turlay)

i. Names beginning with a prefix are filed as one word. (Hyphenated words, "g" and Compound names, "h")

Defoe, Daniel
DeJong, Meindert
DELAWARE
DuBois, William Pene
Duchess bakes a cake
DuSoe, Robert

Potential problems: Macaulay, machinery, M'Roberts, MacDuff, McCarthy. All filed as if spelled "Mac", because they are so pronounced. Macaulay, McCarthy, MacDuff, machinery, M'Roberts.

j. Personal surnames are filed before other entries beginning with the same word. If first words are the same, arrange these by author, then subject, then title. If an author is a publication, like Life (periodical) the same rule follows for other entries beginning with the same word.

Fish, Helen Dean
FISH AND FISHING
Henry, Marguerite
Henry, Ralph B.
HENRY, PATRICK
Life (periodical)
LIFE
Life
Life of the book
West, Benjamin
THE WEST
West to danger

k. Books by an author are arranged in front of a separate alphabet of books about an author. Books by an author are sub-arranged by title.

1. Books by an author

Arrange in one alphabet all entries by the same author. Disregard such terms in the author entry as comp., ed., illus., etc. (i.e., Galdone, Paul, ed.)

Disregard irregular spelling, nicknames, initials, etc., of forenames and interfile alphabetically all titles by one author.

Grimm, Jakob
Household stories

Grimm, Jacob
Shoemaker and the elves

Hoff, Sydney
Danny and the dinosaur

Hoff, Syd
Who will be my friend

Peet, Bill
Chester the worldly pig

Peet, William
Hubert's hair-raising adventures

Peet, Bill
Huge Harold

White, Elwyn Brooks
Charlotte's web

White, E.B.
Stuart Little

When the name of a secondary author, illustrator, etc., appears on the top line, file by the top line, then by the title on the third line, and disregard the main author on the second line.

2. Books about an author

Subject entries for persons are filed immediately after author entries with the same headings.

Books about an author are sub-arranged by the author of the biographies, since a subject is generally sought because of the author's importance in the subject field. Sub-arrangement by title may separate books by an author.

Lincoln, Abraham
Gettysburg address

LINCOLN, ABRAHAM
Aulaire, Ingri (Mortenson) d'
Abraham Lincoln

l. Disregard punctuation in filing subject headings and interfile subdivisions, etc., alphabetically with titles.

ART
ART INDUSTRIES AND TRADE
ART, MEXICAN
ART--STUDY AND TEACHING
CATERPILLARS
CATS
Cats for Kansas
CATS--STORIES

m. File subject headings alphabetically by the main author of the book.

FAIRY TALES
Bishop, Claire (Huchet)

Brown, Marcia Joan
Dick Whittington and his cat

FAIRY TALES
Coatsworth, Elizabeth Jane
Cat who went to heaven

n. Historical periods as subject headings are arranged chronologically.

File subject entries of historical periods in any country in the order of their occurrence. Headings for a country that do not include a period designation (U.S.-History, for example) will precede those that do. As a result, the cards will not necessarily be in strict alphabetical order.

Note: 1) Cards with period designations may not have all the dates included on the card. Continue to interfile as noted above. 2) When the country is spelled out rather than abbreviated, file as usual, since abbreviations are filed as if they were spelled out.

United States Coast Guard Pictorial History
U.S. - History
U.S. - History - Naval
U.S. - History - Pictorial Works
U.S. - History - Study and Teaching
U.S. - History - Colonial Period (1607-1775)
U.S. - History - French and Indian War (1755-1764)
U.S. - History - Revolution (1755-1783)
United States - History-War of 1812
U.S. - History - Civil War (1861-1865)
U.S. - History - Civil War-Fiction
U.S. - History - Civil War - Naval Operations
United States history atlas

o. "SEE" references refer the user from terms or phrases not used as subject headings to terms or phrases that are used. Examples: Cars see Automobiles, Dinosauria see Dinosaurs.

p. "SEE ALSO" references refer the user to further information on the topic. These cards are filed immediately after the subject card which has exactly the same heading.

Blacks see also Negroes

Seuss, Dr. see also
Geisel, Theodore
Le sieg, Theo

VI. Spanish Language Filing Rules

A. Generally, the same rules apply as with English.

1. Articles are not used in alphabetizing (a, an, the) In Spanish these can be singular or plural.

   la, las
   el, los
   un, unos
   una, unas

B. Some unique filing situations are:

1. The 14th letter in the Spanish alphabet "ll" is treated as if it were a single letter and is filed separately after "l". Do not divide these letters.

2. Surnames of Hispanic authors are often more than one name. Use both names (Garcia Marques) and alphabetize by the first surname. (Garcia)

3. The use of "de" in front of a surname means "of (the family of)" and can be dropped when alphabetizing.

MAINTENANCE OF THE COLLECTION

I. Facility

A. Encourage a pleasant atmosphere by keeping the room orderly and attractive. This is a joint responsibility of the District Librarian, IMC Clerk, teachers and children.

B. Timely bulletin boards and other displays add greatly to the attractiveness of the room and promote materials and interest in the library. They should be changed regularly.

C. Keep the shelves looking neat by shelving items upright and flush with outer edge. When possible allow some free space at the end of each shelf.

1. Children should use shelf markers when making book selections.

2. When the book is taken from the shelf, a cardboard rectangle is used to mark the place. If the book is not chosen, the child replaces the book and removes the marker.

D. The arrangement of the furniture and shelving should encourage and facilitate various uses. There should be distinct staff and student areas. The student areas are further separated into Easy, Fiction, Non-Fiction, Reference and Periodicals. Pamphlets are kept in file cabinets called Vertical files. These can be near the Reference or the Periodicals.

1. The Easy Fiction section contains the Easy-to-Read and Picture books. Shelving is lower, as are any tables and chairs. There should be floor or other allotted space for a class to sit during story times.

2. The Fiction and Non-fiction areas contain higher shelving and may or may not have tables depending upon space.

a. The Non-fiction books usually continue in a logical numerical progression from the 000 through 999.

b. For particular shelving or arrangement considerations, the 398's (folklore) and the 920's and 921's (collective & individual Biography) may be taken out of their usual placement. When this is done, a marker should be placed in the correct order noting where to find that section.

3. The Reference area should have low shelving at least for the sets of general encyclopedias. Reference books are placed in Dewey order.

   a. There must be at least one table with seating for 6 students.

   b. This area is best placed near the circulation desk. If a dictionary stand and/or atlas case is used, the Reference area is the logical placement for these.

4. Current magazines are shelved on slanted shelves. There should be room on the shelves underneath to store back copies in file cases or stacks. This area can have tables and/or casual seating. It is appropriate to use this as a "recreational/browsing" area.

5. The Circulation area consists of the circulation or charge desk and the card catalog. The card catalog should be in close proximity to facilitate assistance to students.

   a. There should be enough empty floor space around the desk to accommodate students waiting in line.

   b. The circulation area is usually near the entrance or in the center of the facility.

   c. All sections of the room should be visible from this area.

6. The Professional Area consists of the shelving for professional/non-print materials and the work area for library staff. This section is not for student use.

   a. Both professional books and non-print material can be shelved together. If possible, a table for use by teachers is recommended.

   b. The library work area should have storage and shelving for materials. This includes those needing repair, "snags", new and withdrawn. The IMC Clerk's desk and filing cabinets are also kept in this section.

II. Materials: Repair/Rebinding

Minor repairs are done by the IMC Clerk at the school site.

A. Book Repair

1. Mend torn pages with Magic Transparent Tape or book glue. Never use scotch tape, especially the wide tape.

2. Erase writing and pencil marks.

3. Clean books. Most covers may be wiped with a damp cloth. (several household cleaners work well; 409, etc.)

4. Loose pages may be tipped in a small amount of glue on the very edge of the page and inserted carefully in place.

5. Loose backs may be repaired by gluing the hinge with a brush. (leave the center of the spine free of glue) or with special fringed tape.

6. Refer to book repair manuals for further details and instructions.

7. Books that need extensive repair and are non-replaceable can be sent to the bindery for rebinding. (See appendix N)

B. Non-Book Repair

1. Mend boxes and containers with two or three inch clear book tape or filament tape.

2. Damaged tapes or filmstrips can frequently be re-ordered. Check with the District Librarian individually.

C. Types of Bindings

1. Trade Editions. These books are manufactured for sale in book stores. Usually the binding does not hold up to heavy library circulation.

2. Library Editions. Many publishers manufacture two editions. The Library Edition is side sewn and has a more durable cover.

3. Single Binding. Some publishers no longer provide both library and trade editions and publish their books in a binding which is usually stitched but not reinforced.

4. Prebound Books. Some binderies rebind new books that come only in Trade Editions and sell them to libraries. They have reinforced bindings and plasticize outer covers. "Bound-to-Stay-Bound" books are an example of Pre-binding.

5. "Perma-Bound", "Econo-clad" and "Covercraft" are trademarks used to describe a particular type of re-binding. Paperback books are rebound with laminated board covers. The pages are the same which means that novels will still have the newsprint-type paper. Picture books are quite acceptable in this form as the paper originally used is generally of high quality.

III. Ordering of Materials

A. Both print and non-print materials for the Library are ordered through IMS. They will be delivered to IMS; checked-in, processed and sent to the schools.

B. The Fiscal Year time line calendar is used (see appendix O) for ordering deadlines. Selection and requisition typing must be completed before the District deadlines.

C. Periodicals\magazines are ordered direct from the school site through purchasing. Each year in May, a Recommended List of current titles and prices is sent to the IMC Clerks.

D. Requests for specific titles and/or subject areas are written on a Materials Order Card. These are color coded by year and furnished to IMC Clerks by IMS. Keep these cards in a "want" card file organized by area (E, Fic, Non-fic, Ref, Prof).

1. Use the Recommended Materials List distributed yearly to schools. The IMC Clerk, Principal and/or Library Committee along with the District Librarian make choices determined by specific collection needs.

2. The District Librarian makes the final determination of materials to be ordered. Cards are marked and returned to IMC Clerks.

3. Keep these cards in the "want" file behind a section marked "on order." After materials arrive, cards may be discarded. If an item does not get ordered or is unavailable, transfer that card to the "re-order" section of the "want" file. These items can be re-ordered the next year if still desired.

IV. Withdrawal of Library Materials

A. The District Librarian will make the decisions regarding withdrawal of all items for reasons other than condition. It is the IMC Clerks' responsibility to withdraw materials in poor condition on a regular, on-going basis.

B. When it is determined that an item should be withdrawn, the following steps are taken for both print and non-print.

1. Single copy item

   a. Remove the charge card.

   b. Using the charge card as a guide, remove the shelflist card.

   c. Using the withdrawn shelflist as a guide, remove the correct author and title cards from the card catalog.

   d. Withdraw the remaining catalog cards for the item as per the "tracings" on the author card. "Tracings" are listed and checked at the bottom of the author card. There should be one card for each heading checked.

   e. Mark "wd" (withdrawn) and the date on shelflist card, staple all cards together in "tracings" order with shelflist card on top.

   f. File each complete set of shelflist and catalog cards in the "inactive file". At the end of each year, send the shelflist cards only to IMS so that the union list can be updated. Catalog cards can be discarded or reused as needed.

   g. Subtract the item from the shelflist inventory card.

2. Multiple Copy Item

   a. Remove the charge card from the item.

   b. Check shelflist card and mark "wd" (withdrawn) and the date after the appropriate copy number.

   c. Subtract the item from the shelflist inventory card.

C. For book items stamp "withdrawn" on front and back inside covers. As long as the pocket is clearly stamped withdrawn, it is not necessary to remove it. For non-print materials, stamp pocket and box.

D. The District Librarian will determine those items that may be offered to students and staff before boxing for the district "giveaway."

Once a year, IMS has a "giveaway" of withdrawn materials. This includes print and non-print, textbooks, and library materials. IMC Clerks box items and mark as to condition, usefulness and type. Then IMC Clerks type up a Work Order form for pick-up of boxes which are delivered to IMS. School sites are notified well in advance so that preparations can be made.

V. Inventory

A. Purpose

A regular inventory enables a school to know what is actually in the library. It shows lost and missing books, and provides a basis for the ordering of replacements and additions.

B. Time For Inventory

1. The best time to conduct an inventory is at the close of the school year, when most circulating materials have been returned.

2. Up until 1989/90 a staggered partial inventory was practiced with a schedule that alternated Dewey sections every other year. On-going inventories have also been used. They are not currently recommended. It is strongly recommended that a complete print inventory be taken each year. Non-Print/Professional Materials may be inventoried every other year.

3. Inventory takes two people working together. The IMC Clerk can be assisted by a capable aide/volunteer or student. The District Librarian can be consulted as needed throughout the inventory procedure. It will be necessary to designate uninterrupted periods of time.

C. Preparation For Inventory

For the section being inventoried, arrange book or non-book materials on the shelves in shelflist order. THIS IS VERY IMPORTANT if inventory is to proceed smoothly. This is a good time to clean and dust shelves as well.

1. All Fiction and Easy Fiction is arranged alphabetically by the last name of the author, then by title.

2. All Non-fiction is arranged in classification order (000-999) first by the author then by title within each number.

3. All Ref, Prof, and Non-Print are put in classification order, first by author and then by title within each number.

D. The Inventory Record

The shelflist is the official record of every item in the Library.

1. The order of the books on the shelves should correspond to the order of the cards in the shelflist.

2. The order of non-book materials on the shelves may not always correspond to the order of the cards in the shelflist. The arrangement of either could be changed to reflect the other. Consult the District Librarian for guidelines.

The following symbols and dates, when marked on the shelflist, should be done lightly in pencil:

1. Missing (no trace found during inventory--the material is not on the shelves or in circulation; also note missing or damaged parts for non-book materials).....Msg or M and date

2. Lost (material was missing in the previous inventory and has not reappeared in the next consecutive inventory).....Lost or L and date.

3. Lost and paid or damaged and paid.....L & P/D & P and date.

4. Withdrawn .....w/d and date.

E. Routine For Taking Inventory

1. Go to the shelves with the shelflist drawer. (Remove the rod from the drawer). For each item on the shelf:

   a. Open each book or non-book item and compare the book card with pocket to make certain the correct card is with the item.

   b. Compare copy number with the shelflist card. Leave shelflist card, unmarked, in the drawer.

   c. Check that each shelflist record has either the LCCN or ISBN noted. If not, write in the LCCN on the lower right and the ISBN on the lower left of the card.

   d. Set aside any items:

-where copy numbers do not match.

-that do not have a shelflist card (check card catalog for cards on these items. If cards <u>are</u> in the catalog, type a shelflist card, including all required information, copy number and cost. If cards <u>are not</u> in the catalog, type a shelflist card as above but not "no cards in catalog" at bottom).

-in need of repair or discarding due to poor condition.

-that do not have a circulation card.

2. Automated Circulation Users: Using a PHD (Portable handheld devise), scan individual books' barcode. The wand used for check-out can also be used for inventory. Consult the Circulation Plus manual for more detailed information.

3. For each item not appearing on the shelf:

   a. Paper clip the top-left side of the shelflist card (check the copy or copies that are on the shelf).

   b. Go to circulation files and match outstanding charge against paper clipped shelflist cards. If item is found, remove paper clip.

   c. If item is not found after a thorough search, mark "msg" or "m" (missing) and date after correct copy number. Leave the paper clip on the card.

   d. Mark "lost" or "L" and date if the item was missing in the previous inventory and has not reappeared (remove paper clip and count the number of items lost during this inventory procedure for each section). Put the shelf card and all card catalog cards in the inactive file if the only copy is lost.

   e. Update the inventory card at front of inventoried section of shelflist drawer.

F. <u>Inventory Reports</u>

1. As sections are inventoried, record information on the inventory report form.

2. Keep a copy of the report form on file and readily available. Send a copy to IMS and give a copy to principal.

3. Maintain inventory report forms for five (5) years.

4. Automated Circulation users may print an inventory record and attach it to the standard form mentioned below.

VI. Closing the Library

A. The following closing procedures should be completed before the end of the school year:

1. Make sure that every effort has been made to have materials returned.

2. Compile circulation records on cumulative form and send to IMS.

3. Complete all repairs to book and non-book materials.

4. Check that all materials are shelved and ready to circulate in the Fall.

5. As of the 1990/91 school year inventories must be completed and recorded by the end of each school year. Send the completed inventory report forms to IMS, saving one copy for the principal and one for the library files.

6. Dismantle all bulletin boards.

7. Check that all files, shelves, and the charge desk are straightened and in order.

8. As per individual school site procedures, store/lock up equipment, etc.

GLOSSARY

ABOVE THE ROD. Temporary filing of catalog cards in the card catalog without removing the rod from the drawer. This allows a check on accuracy of filing before cards are dropped.

ADDED COPY. A duplicate copy of a book in the library.

AUDIO-VISUAL MATERIALS. Non-book materials such as filmstrips, audio cassettes, records, slides, video cassettes, etc.

AUTHOR CARD. A catalog card on which the author's name appears on the top line.

BIBLIOGRAPHIC INFORMATION. The author, title, publisher, date, edition, pages, and illustrations of a book.

BIMONTHLY. A publication issued every two months.

BIOGRAPHEE. The person who is the subject of a biography.

BLURB. A description of a book written by the publisher and published in a catalog or printed on the book jacket.

BOOK JACKET. A detachable cover for a book.

CALL NUMBER. Numbers and letters assigned to library books and other materials to indicate it's location in the library.

CARD CATALOG. The index to all materials in the library, in card form, and filed alphabetically by information on the top line of each card.

CARREL. A study station designed to facilitate independent study and minimize distraction.

CATALOG CARD. One of the cards composing the card catalog (author, title, subject, illustrator). Standard size is 3x5.

CATALOGING. The process of identifying and making catalog cards for each book or other material.

CLASSIFICATION NUMBER. The number assigned to a book to indicate the subject.

CLASSIFICATION SYSTEM. A system of classification to arrange all materials according to subject matter. Examples are the Dewey Decimal System and the Library of Congress.

COLLECTIVE BIOGRAPHY. A biography of the lives of more that one person.

COMPILER. One who collects and puts together.

COPYRIGHT. The exclusive right to publish, reproduce and sell a literary work. The period of copyright is 28 years with the privilege of renewal for a similar period.

COPYRIGHT DATE. The date the material received its copyright. It is usually found of the back title page of a book.

CORPORATE ENTRY. An entry under the name of a society, government agency or other organized body for material published under its permission.

CROSS-REFERENCE. A reference to another subject heading. Usually listed as "see" or "see also" reference.

DEWEY DECIMAL CLASSIFICATION. The system devised by Melvil Dewey in 1876 which classified knowledge by the use of decimally divisible table of numbers.

DICTIONARY CATALOG. A card catalog in which all the entries (author, title and subject) are all arranged together alphabetically.

DISCARD. A book which can no longer be used and is withdrawn from the library collection.

DIVIDED CATALOG. A card catalog that has the author and title cards separate from the subject cards.

EASY BOOK. A picture book or a book that is very easy to read.

EDITION. All copies of a book printed at one time.

EDITOR. One who compiles a work from material written by other people.

END PAPERS. Pages inserted by the binder at the beginning and end of the book.

FLY LEAF. A blank page at the beginning and end of a book.

FORMAT. The size, quality of paper, type set, illustrations and general appearance of a book.

FRONTISPIECE. An illustration facing the title page.

GUIDE CARD. A labeled projecting card inserted in a file to help locate information.

GUIDE WORDS. Words on the front of catalog drawers indicating their contents.

IMPRINT. The publishers name, date of publication and sometimes the place of publication.

INVENTORY. A check of the library materials with the shelflist to determine if any are missing.

JOBBER. A company which sells books and other products from many publishers.

LIBRARY BINDING. A very strong form of bookbinding, especially for libraries.

LIBRARY OF CONGRESS CLASSIFICATION (LCC). A classification system for books which uses letters of the alphabet.

LIST PRICE. The price quoted in a publisher's catalog.

MAIN ENTRY CARD. The basic card from which other catalog cards are made (usually the author card).

MICROFICHE. Microfilm is sheet form, on which the images of many pages are greatly reduced.

MICROFILM. The same process as microfiche except the film is on spools or in cartridges.

PERIODICAL. A publication appearing at regular intervals and numbered in successive issues or parts.

PREBOUND. A term used to designate books bound in a durable reinforced binding prior to or at the time of purchase.

PREPROCESSING. Processing a book for circulation by the publisher or jobber.

PSEUDONYM. A pen name used by an author to conceal his/her identity.

READING SHELVES. The act of checking shelves to see that all books are in their proper place.

REALIA. Real objects such as sculpture, models, costumes, and other reproductions of artifacts which are used to enhance an educational experience.

REBINDING. Cleaning, trimming, sewing and general reconditioning of books.

REVISED EDITION. A new edition with the text changed and corrected.

SHELFLIST. Cards arranged in a file in the order in which the library books are shelved. Used to take inventory.

SHELVING. The act of placing books on the library shelves in their proper order.

SPINE. The part of the binding which conceals the sewed or bound edge of the book. The classification number is placed on the spine.

STUDY PRINT. A picture which deals with a specific subject.

SUBTITLE. The explanatory part of the title following the main title.

TITLE CARD. The card in the card catalog which has the title on the top line.

TRANSPARENCY. An image made on transparent material. It is shown on an overhead projector.

VERTICAL FILE. A collection of pamphlets, clippings, and pictures usually housed in a filing cabinet and arranged vertically.

WEEDING. The act of taking books and/or other materials out of circulation because of poor condition, obsolescence, etc.

APPENDIX

IMC Clerk Personal Inventory Form ..... Appendix A

ALA Library Bill of Rights ..... Appendix B

IMC Clerk Official Job Description ..... Appendix C

AASL School Library Bill of Rights ..... Appendix D

Request for Reconsideration of Learning Resources ..... Appendix E

Daily/Monthly Circulation Record ..... Appendix F

Cumulative Total Sheet ..... Appendix G

Pamphlet Check-out Forms ..... Appendix H

Periodical Check-out Forms ..... Appendix I

Overdue Notice (English and Spanish) ..... Appendix J

Parent Letter (overdue/lost material) ..... Appendix K

Receipts Form ..... Appendix L

Refund Request Form ..... Appendix M

Bindery Information ..... Appendix N

Fiscal Year Timeline Calendar ..... Appendix O

Annual Inventory Report Form ..... Appendix P

Cataloging of Print and Non-print Request Forms ..... Appendix Q

Notice of Change in Cataloging Form ..... Appendix R

Student Aide Guidelines ..... Appendix S

Volunteer Information ..... Appendix T

IMC/LIBRARY CLERK PERSONAL INVENTORY FORM

Date: _____

Name: _____

School: _____

Instructions: Please put a check in the column that reflects how you feel about your job.

This will be confidential. It is merely an organized way to be sure I am able to assist you in whatever ways we both decide are productive.

Thank you for your time and effort. We will be discussing this as soon as possible.

Christine Allen

Christine Allen, District Librarian

(How satisfied are you with:) (Collection) I am able to:	Strongly satisfied	Satisfied	Dissatisfied	Undecided or not applicable
keep shelflist & card catalog up to date				
keep inactive file current				
send shelflist cards to IMS as required				
conduct inventory as scheduled				
keep on-going 'want list' card file				
keep materials in clean & mended condition				
keep equipment clean & maintained				
keep supplies available & ordered as needed				
enter data into Circ Plus system				
complete requested reports on schedule				

(Circulation) I can regularly:	Strongly satisfied	Satisfied	Dissatisfied	Undecided or not applicable
explain circ. procedures to students & staff				
check in materials daily				
re-shelve materials daily				
file charge cards daily				
check overdue materials daily				
keep daily & cumulative circulation records				
keep student data current in Circ Plus system				
send overdue notices to students				
send letters to parents for overdue materials				
'read' and straighten shelves regularly				
(Services to students & staff) I can:				
keep the library neat, comfortable, orderly, and inviting				
produce frequent & timely bulletin boards				
maintain discipline and order				
schedule usage of library with teachers				
assist staff and students in location and use of materials				
provide materials for class, individual, small group activities				
become (or already am) familiar with avail. library materials				
operate a/v equipment				

page 3

I can:

provide: storytime activities,
booktalks,
other: _____

_____

assist with: library usage skills,
other: _____

_____

COMMENTS: I feel my strengths are: _____

_____

_____

_____

I would like to do more: _____

_____

_____

_____

other: _____

_____

_____

_____

Date discussed: _____

Goals: Clerk- _____

_____

_____

_____

District Librarian- _____

_____

_____

_____

Library clerk signature: _____

District Librarian signature: _____

THE AMERICAN LIBRARY ASSOCIATION

LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the practices of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality, or the political or religious views of the writer.

2. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our time, international, national and local; and books or other reading matter of sound factual authority should not be proscribed or removed from the library shelves because of partisan or doctrinal disapproval.

3. Censorship of books, urged or practiced by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.

4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgment of the free access to ideas and full freedom of expression that are the tradition and heritage of Americans.

5. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

Appendix C

RIVERSIDE UNIFIED SCHOOL DISTRICT
3380 Fourteenth Street • P.O. Box 2800
Riverside, California 92516

VACANCY

March 14, 1990

1 Current Vacancy
6 Hour Position
10 Month Position

ELEMENTARY SCHOOL IMC CLERK
TO ESTABLISH ELIGIBILITY LIST
AND FILL FUTURE VACANCIES

DEFINITION:

Under the general direction of the District Elementary Librarian and the direct supervision of the building principal, performs a variety of clerical and instructional library services in an elementary school Instructional Media Center; provides students and faculty with information concerning use of media materials and media equipment; schedules media center use; performs other related work as required.

SALARY CLASSIFICATION:

Range 14 (Salary: $1044.75 - $1272.75)
New employee starting salary: ($1044.75 - $1097.25)
EMPLOYER PAID RETIREMENT CONTRIBUTION
VACATION AND HEALTH INSURANCE BENEFITS

DISTINGUISHING CHARACTERISTICS:

Works under the supervision of the school Principal with assistance from the Instructional Media Center. May direct the activities of student assistants, volunteers, and other individuals that may be assigned to the Center.

TYPICAL DUTIES:

Provide a variety of direct services to students; receives and adds to the IMC collection newly purchased instructional materials processed through the Instructional Media Services Department; provides information for students, faculty and parents on circulation and use of print and non-print materials and media equipment; schedules student and classroom use of media center; provides book selection assistance for students, staff and parents; prepares bulletin boards and media displays; attends IMC clerk workshops as scheduled; does minor book and media repair; maintains an inventory of print and non-print materials and media equipment and keeps appropriate records including a daily circulation count; operates an automated circulation system; maintains appropriate standards for student library behavior and use of media materials during library hours.

(See Reverse Side)

3/27/90

EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

DESIRABLE QUALIFICATIONS:

Knowledge of: Library procedures, technology and reference materials; children's literature and its appropriate interest level for students

and

Ability to: Type, operate modern office equipment; pass with 75% proficiency a basic library skills test; organize and schedule work flow of media center; maintain clerical records and prepare reports; learn procedures and general purposes of the material and equipment in the media center. Establish and maintain effective relationships with staff and children.

EDUCATION & EXPERIENCE:

Minimum: Any combination equivalent to completion of high school and the equivalent of one year of library experience.

Desirable: Completion of a library technology program or equivalent experience. A variety of experiences working with children. Prior experience working in a library or Instructional Media Center.

PROCEDURES:

Interested applicants should make written application to Ms. Jean Johnson in the Personnel Office. Completion of application form is required unless currently employed with the District. If you have an application on file with the district and wish to be considered for this vacancy you must come in or call the Personnel Office and ask to have your application placed with the recruitment. District employees must submit a written letter of application stating their qualifications and experience, and including their home and work telephone numbers. District employees are encouraged to submit a current resumé. Letters of reference may also be submitted. The Personnel Office is open from 7:30 AM to 4:30 PM, Monday through Friday.

TESTING PROCEDURE:

District employees submitting a memo of application will receive a card verifying eligibility to take tests. **This card must be presented at the testing time in order to be permitted to take tests.**

TEST DATE: Friday, April 6, 1990

PLACE: Community Education Services
6735 Magnolia Avenue
Riverside
Room 214

TIME: 1:30 PM

DEADLINE DATE: **Tuesday, March 27, 1990, 4:30 PM.**

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards

To provide a background of information which will enable pupils to make intelligent judgments in their daily life

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library

RIVERSIDE UNIFIED SCHOOL DISTRICT
Administration Building
3380 14th Street
Riverside, California 92501
788-7134

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

Title of Material _____

Author, Producer, Other _____

Type (Textbook, Tape) _____ Publisher _____ Copyright _____

Request Initiated by _____ Telephone _____

Address _____ City _____ Zip _____

Concerned Person Represents:

Self _____ Organization Name _____ Other _____

School where material is currently available _____

Subject _____ Teacher _____

Level(s) used _____

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED AFTER THE COMPLAINANT HAS READ, VIEWED, OR LISTENED TO THE SCHOOL MATERIAL IN ITS ENTIRETY. IF SUFFICIENT SPACE IS NOT PROVIDED, ATTACH ADDITIONAL SHEETS. (PLEASE SIGN YOUR NAME TO EACH ADDITIONAL ATTACHMENT.)

1. Did you read, view, or listen to the material? Yes _____ No _____
2. To what in the material do you object? Please state your specific concern. Cite pages, words, etc. _____
3. What do you believe is the theme or purpose of this material? _____
4. What do you feel might be the result of using this material? _____
5. Did you discuss you concern with the teacher? Yes _____ No _____
6. Did you discuss your concern with your son/daughter? Yes _____ No _____
7. What would you like us to do about the material?

_____
Signature of Complainant

_____
Date

Please return completed form to the school principal and copy to Dist. Elem. Librarian

Appendix F

RIVERSIDE UNIFIED SCHOOL DISTRICT
DAILY/MONTHLY CIRCULATION RECORD

MONTH/YEAR _____ SCHOOL _____

DATE	IMC CIRCULATION: STUDENTS Other Books	IMC CIRCULATION: STAFF Other Books	IMC CIRCULATION: Non-Book Stud/Staff	IMC CIRCULATION: Magazines Stud/Staff	IMC CIRCULATION: Total	IMC USAGE: Sched Classes	IMC USAGE: Indiv or Sm Group Bk Select	IMC USAGE: Indiv or Sm Group Research	IMC USAGE: Lab/AV	IMC Closed Because
TOTAL										

Other regular library activities not listed above.

_____

_____

_____

_____

White - IMC Specialist
Yellow - IMC Clerk
Pink - Principal

YEAR _____ SCHOOL _____

RIVERSIDE UNIFIED SCHOOL DISTRICT
CUMULATIVE TOTAL SHEET

IMC MONTHLY CIRCULATION RECORD,

	IMC CIRCULATION							IMC USAGE			
	STUDENTS		STAFF								
MONTH	Books	Other Books	Books	Other Books	Non-Book Stud/Staff	Magazines Stud/Staff	Total	Sched Classes	Indiv or Sm Group Bk Select	Indiv or Sm Group Research	IMC Closed # of days
SEPTEMBER											
OCTOBER											
NOVEMBER											
DECEMBER											
JANUARY											
FEBRUARY											
MARCH											
APRIL											
MAY											
JUNE											
TOTALS FOR THE YEAR											

BEST COPY AVAILABLE

PAMPHLET: SUBJECT

DATE DUE	# OF ITEMS	STUDENT'S NAME	ROOM #

PAMPHLET: SUBJECT

DATE DUE	# OF ITEMS	STUDENT'S NAME	ROOM #

PAMPHLET: SUBJECT

DATE DUE	# OF ITEMS	STUDENT'S NAME	ROOM #

PAMPHLET: SUBJECT

DATE DUE	# OF ITEMS	STUDENT'S NAME	ROOM #

MASTER FOR PAMPHLET CHECK-OUT CARDS (choose your own color) duplicate or purchase colored cards.

DATE DUE	# OF ITEMS	PAMPHLET SUBJECT	NAME OF STUDENT	ROOM #

7 (match color to card) - MASTER FOR ~~PAMPHLET~~ ENVELOPE

Appendix I

MASTER FOR MAGAZINE CHECK-OUT CARDS — duplicate in green or index cards in green

MAGAZINE:			
DATE DUE	MAG DATE	STUDENT'S NAME	ROOM #

MAGAZINE:			
DATE DUE	MAG DATE	STUDENT'S NAME	ROOM #

MAGAZINE:			
DATE DUE	MAG DATE	STUDENT'S NAME	ROOM #

MAGAZINE			
DATE DUE	MAG DATE	STUDENT'S NAME	ROOM #

MAGAZINE:			
DATE DUE	MAG DATE	STUDENT'S NAME	ROOM #

MAGAZINE:			
DATE DUE	MAG DATE	STUDENT'S NAME	ROOM #

DATE DUE	DATE OF MAGAZINE	NAME OF MAGAZINE	NAME OF STUDENT	ROOM #

(duplicate in green)
MASTER FOR MAGAZINE ENVELOPE

DATE_____

LIBRARY BOOK OVER-DUE NOTICE

NAME_____ ROOM_____

AUTHOR_____

TITLE_____

DATE DUE_____ CALL NUMBER_____

_____
Signature of Parent or Guardian

FECHA_____

AVISO DE LIBROS DE BIBLIOTECA QUE ESTAN VENCIDOS

NOMBRE_____ SALON_____

AUTOR_____

TITULO_____

FECHA DEBIDO_____ NUMERO_____

_____
FIRMA DE PADRES O ENCARGADOS

RIVERSIDE UNIFIED SCHOOL DISTRICT

Date

Dear

_____borrowed the library book

_____

AUTHOR TITLE COPY NO.

from the _____School Library.

This was due_____.

We are anxious to have the book returned, but if it cannot be found, the charge for replacing it is $_____.

You will be given a receipt upon payment. If the book is found and returned, with receipt, before the close of school your money will be refunded. If you are paying by check, please make payable to the Riverside Unified School District.

_____

Principal

(rev.6/90)

Riverside Unified School District

School_____ Date_____

Name of person sending in money: _____ Total amt.Encl._____

For Receipts #_____ to #_____
Recap of attached receipts:

Currency $20_____
10_____
5_____
1_____

Abate to Accounts:

Rolled .25_____
.10_____
.05_____
.01_____

_____ $ _____

_____ _____

_____ _____

_____ _____

Loose Coins .50_____
.25_____
.10_____
.05_____
.01_____

Total Cash _____

Total Checks _____

Total _____

(rev.6/90)

RIVERSIDE UNIFIED SCHOOL DISTRICT

Date:

TO: Business Office

FROM: *(name of person and school name)*

SUBJECT: Request refund for "lost book" found and returned.

School rcpt. #_____

District rcpt.#_____ dated_____

Check payable to:_____First & Last name of parent

Amount $_____

Account #_____

_____
Signature

(rev. 6/90)

HOW TO PREPARE BOOKS FOR BINDERY:

1. Pull the charge cards and set aside at your school so that you know which books have been sent to the bindery.
2. Title page of each book should have name of school, call number and copy number.
3. With a pencil, indicate on the title page the title and author: Christmas Carol, by Charles Dickens.

LIBRARY BOOKS

Up to and including 8" in height	4.65
Over 8" and including 9" in height	5.60
Over 9" and including 10" in height	6.20
Over 10" and including 12" in height	7.20
Over 12" and including 14" in height	8.40
Add'l charge for Ref. books & Dictionaries	2.50

Prices include lettering up to 5 lines.

Additional lettering - per line	.40
Treasure Trove or Picture Covers	.60

Design covers available if desired. Odd sizes and Reference volumes bound in plain colored buckrum.

PERIODICALS

(Including Law and Medical Journals)

Up to and including 10" in height	9.75
Over 10" and including 12" in height	11.85
Over 12" and including 14" in height	13.20
Over 14" and including 16" in height	15.65

Prices include lettering up to 7 lines.

Additional lettering - per line	.40

Volumes more than 2½" in thickness will be priced at the next larger size. Volumes more than 3½" in thickness will be priced two sizes larger.

LETTERING

Standard C.L.A. lettering used unless otherwise specified by the customer.

TEXTBOOK BINDING

50 - up Same title, author and edition	4.95
1 - 49 Same title, author and edition	5.60

Treasure Trove Laminar Covers used when available for most popular textbooks.

BEST COPY AVAILABLE

SPECIAL BINDINGS

Board Minutes or Grade Reports	17.50
Church Hymnals & Other Music	5.60
Collected Papers & Reprints	35.00
Lab Reports, etc. - up to 2½" thick	16.25
Lab Reports, etc. - over 2½" thick	17.35
Memoranda Briefs - up to 2½" thick	16.25
Memoranda Briefs - over 2½" thick	17.35
Newspapers, Large - over 18" in height	33.00
Newspapers, Medium - up to 18" in height	26.00
Payroll Earnings Record, etc.	26.00
School papers - up to 16" in height	16.25
School papers - over 16" in height	19.25
Unabridged Dictionaries	35.00

SPECIAL SERVICES

Albrecht Covers for Nat'l Geog. - add'l	5.00
Covers extended beyond tabs - add'l	5.00
Hand sewing - add'l, per hour	13.00
Labels - each	5.00
Library Call Numbers - per line	.40
Library Imprints - each	.40
Bar lines, anywhere on spine, per line	.40
Rush Service - each item	5.00

Special mending, stubbing, pockets, lettering on front cover, and other special work invoiced according to labor and materials required.

THESES

Per Copy	10.00

MINIMUM ORDERS

Because of administrative and production costs, there will be a minimum charge of $20.00 per order.

1990-1991 Schedule of Deadlines for Elementary School Libraries and Instructional Media Services

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Principal's signed release of funds allocated to library materials at IMS (other than Spec. Proj.)		31										
IMS orders replacement books			15									
Recommended book list to schools			X									
Schools send "Want Cards" for Young Reader Medal books			15									
Principal's signed release for Sp. Proj. funds (including Chapter II) allocated to library materials at IMS			15									
IMS orders Young Reader Medal books			30									
Discard materials to IMS for book-give-away			X									
Magazine orders due at purchasing			30									
Schools send "Want Cards" for Reference, Non-print and ALL Fiction books				15								
IMS orders Reference, Non-print and ALL Fiction books				31								
IMS sends Young Reader Medal books to schools					X							
Schools send "Want Cards" for Non-fiction and all remaining materials						15						
IMS orders Non-Fiction books and all remaining materials							X	X				
YRM votes due at IMS IMS sends votes to State									31			
RUSD YRM winners announced State YRM winners announced										X	X	
IMS sends end-of-year guidelines to schools IMS sends periodicals recommendations to schools											15	
IMS sends next year's inventory, circulation, and order forms to schools											X	
Inventories due at IMS												30
Schools mark, box, and store withdrawn/discard items												X
Schools send "want cards" for replacement books												X
IMS sends confirming memo re: final status of funds												X

1990-1991 Schedule of Deadlines for Elementary School Libraries and Instructional Media Services

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
SCHOOLS												
Principal's signed release of funds allocated to library materials at IMS (other than Spec. Proj.)		31										
Schools send "Want Cards" for Young Reader Medal books			15									
Principal's signed release for Sp. Proj. funds (including Chapter II) allocated to library materials at IMS			15									
Magazine orders due at purchasing			30									
Schools send "Want Cards" for Reference, Non-print and ALL Fiction books				15								
Schools send "Want Cards" for Non-fiction and all remaining materials						15						
Inventories due at IMS												30
Schools mark, box, and store withdrawn/discard items Schools send "want cards" for replacement books												X
IMS												
IMS orders replacement books IMS orders Young Reader Medal books			15 30									
Recommended book list to schools Discard materials to IMS for book-give-away			X									
IMS orders Reference, Non-print and ALL Fiction books				31								
IMS sends Young Reader Medal books to schools					X							
IMS orders Non-Fiction books and all remaining materials							X	X				
YRM votes due at IMS IMS sends votes to State									31			
RUSD YRM winners announced State YRM winners announced										X	X	
IMS sends end-of-year guidelines to schools IMS sends Periodicals recommendations to schools											15	
IMS sends next year's inventory, circulation, and order forms to schools											X	
IMS sends confirming memo re: final status of funds												X

RUSD INSTRUCTIONAL MEDIA SERVICES ANNUAL INVENTORY REPORT DUE 6/30/

SCHOOL _____ **DATE** _____

ENROLLMENT _____ **LIBRARY/IMC HOURS** _____
(1st School Month)
LIBRARY/IMC SEATING CAPACITY _____ **IMC CLERK - HOURS PER DAY**
_____ AM to _____ PM

CIRCULATION FIGURES:

_____ _____ _____
BOOKS **NON-PRINT** **CLASSES SCHEDULED LIBRARY USAGE**

COLLECTION INVENTORY: BOOK ITEMS	QTY	ADDED	SUB TOTAL	LOSSES (INCL. MSG LAST YEAR)	WITHDRAWN	TOTAL QTY
FICTION						
PICTURE BKS						
READERS						
NON-FICTION 000-099						
100-199						
200-299						
300-399						
400-499						
500-599						
600-699						
700-799						
800-899						
900-999						
REFERENCE (SINGLE VOLUME)						
TOTAL						
PROFESSIONAL COLLECTION						

BOOKS PER STUDENT _____ (divide enrollment into total quantity)

_____ _____
IMC Clerk's Signature DATE

(P cont.)

INVENTORY (CONTINUED)

SCHOOL _____ DATE _____

NON-PRINT COLLECTION INVENTORY: NONBOOK ITEMS	QTY	ADDED	SUB TOTAL	LOSSES (INCL. MSG PREV. YEAR)	WITHDRAWN	TOTAL QTY
COMPUTER SOFTWARE						
FILMSTRIP-FS						
GAME-GA						
KIT-KI						
MAP.GLOBE-MA						
RECORD-RE						
SOUND FILM-SF						
STUDY PRINT-SP						
TAPE/CASS.-TA						
TRANSPARENCY-TR						
VIDEO CASSETTE-VC						
VIDEO DISC-VD						
OTHER						
TOTAL						

LIBRARY EQUIPMENT PURCHASED

_____

_____

_____

_____

Identify specific needs to be addressed in _____ (year)

_____

_____

_____

(P cont.)

ENCYCLOPEDIA AND MAGAZINE INVENTORY

SCHOOL _____ DATE _____

REFERENCE ENCYCLOPEDIA (NAMES)	COPYRIGHT DATE

CIRCULATING ENCYCLOPEDIAS (NAMES)	COPYRIGHT DATE

MAGAZINES RECEIVED IN IMC:	EXP. DATE

(P cont.)

INVENTORY (CONTINUED)

STATE OF THE LIBRARY

COMMENTS

Library/Media Program activities, events and progress for _____
(year)

Librarian's Signature _____ Principal's Signature _____ Date _____

REMINDER:

IMS will supply
1. Weekly/Monthly & Cumulative Circulation Forms
2. Inventory Cards
3. Inventory Forms
4. "Want List" Order Cards

These will be printed and sent to each elementary library by June for use during the following school year. they will be color coded by year and will rotate on a cyclical basis. Stamp pads should be purchased to correspond to these colors.

1988-89	Blue/Blue (pad)
1989-90	Pink/Red (pad)
1990-91	Green/Green (pad)
1991-92	Lavender/Purple (pad)
1992-93	Ivory/Black (pad)
1993-94	Blue/Blue (pad)
1994-95	Pink/Red (pad)
1995-96	Green/Green (pad) and so on...

ENROLLMENT

The number of students Enrolled at your School on RUSD First School Month Enrollment Report for any give school year. This information is available from the attendance office at your school.

LIBRARY/IMC HOURS

Daily hours the library is open to students.

LIBRARY/SEATING

How many classes can you accommodate?

MISSING

Material is either checked out or not checked out.

CHECKED OUT/NOT RETURNED

The material was checked out but has never been returned and can no longer be considered a part of the collection.

CIRCULATION PLUS USERS MAY ATTACH DEWEY REPORT BY 100's.

RIVERSIDE UNIFIED SCHOOL DISTRICT
Inventory Schedule 1987-1995

1987-88 Color: ?	1988-89 Color: Blue	1989-90 Color: Pink	1990-91 Color: Green
Picture Books Readers Fiction	Picture Books Readers Fiction	Picture Books Readers Fiction	Easy Fiction
300-399	000-299	000-999	000-999
700-799	400-499		
800-899	500-599		
900-999	900-999		
Non-book	Non-book		Non-book

1991-92 Color: Lavender	1992-93 Color: Ivory	1993-94 Color: Blue	1994-95 Color: Pink
Easy Fiction	Easy Fiction	Easy Fiction	Easy Fiction
000-999	000-999	000-999	000-999
	Non-book		Non-book

RIVERSIDE UNIFIED SCHOOL DISTRICT

TO: INSTRUCTIONAL MEDIA SERVICES
DEE SEIKEL/SUPERVISOR
MEDIA/PROCESSING - EXT. 7176

SCHOOL_____ DATE_____

_____
Signature of sender

WE ARE SENDING BOOKS IN FOR CATALOGING/PROCESSING. YOU WILL RECEIVE A LIST (USING THIS FORM), OR A COPY OF THE PACKING SLIP/COPY OF THE INVOICE AND THIS FORM IN THE INTERDISTRICT MAIL SEPARATE FROM THE BOOKS.

NUMBER OF BOXES_____ FUNDING_____

NUMBER OF HARDBOUND_____ NUMBER OF PAPERBACKS_____

RIVERSIDE UNIFIED SCHOOL DISTRICT

TO: INSTRUCTIONAL MEDIA SERVICES
DEE SEIKEL/SUPERVISOR
MEDIA/PROCESSING - EXT. 7176

SCHOOL_____ DATE_____

_____
Signature of sender

WE ARE SENDING NON-PRINT MATERIALS IN FOR CATALOGING/PROCESSING. YOU WILL RECEIVE A LIST (USING THIS FORM), OR A COPY OF THE PACKING SLIP/COPY OF THE INVOICE AND THIS FORM IN THE INTERDISTRICT MAIL SEPARATE FROM THE NON-PRINT MATERIALS.

NUMBER OF BOXES_____ FUNDING_____

RIVERSIDE UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL MEDIA SERVICES

FROM: Media/Processing - EXT 7176
Dee Seikel/Supervisor

SCHOOL_____ DATE_____

According to new information from the Library of Congress, the following changes are necessary:

_____Tracings _____Copyright date

_____Title _____Author's name

_____Classification _____Illus.

_____Rev. ed. _____Paging

Please change all other copies of_____
Title
_____

by_____ as follows:
Author

FROM:_____ TO:_____

_____ _____

_____ _____

_____ _____

STUDENT LIBRARY AIDES AT THE ELEMENTARY LEVEL

General guidelines:

Usually, 4-6th graders are used as aides. Considering the repetitive nature of most tasks, a particular personality type is desirable as well as a student of average academic ability. It is recommended that only one student at a time be scheduled.

Students should apply and be interviewed for the job. Teachers should be asked to recommend only those they feel fit the job description. The more formal the process, the more seriously the job is taken by all involved. A particular length of work time should be decided upon; both in optimum number of minutes per week as well as duration of job during the year.

Students and teachers should be aware that if at any time, for any reason, the student is not performing assigned duties in an acceptable manner, the student may be released from the job.

It is a nice touch to plan on some small gift to give as a thank you to student aides at the end of their service. Some clerks also have a group gathering, party, etc. with special refreshments and/or other activity.

Before starting a student aide program in the library, there are several preparatory steps to be taken. (see attached samples of the forms mentioned below).

1. Compose an advertisement of the job opening. List duties as well as how, where, and when to apply.

2. Develop a job application form. Include space for a teacher recommendation signature. Include a place for the student to list strengths and interests.

3. Develop a job description with responsibilities and tasks clearly indicated. Include space for both the student and the student's parent to sign. Before the student is actually appointed as an aide, this must be signed.

4. Develop a congratulatory application acceptance letter.

5. Chart out those periods during the day when student aides will be used. After the students have been chosen, consult with the teachers when and for how long each student will work.

6. Develop a list of tasks, both regular and special, that student aides could perform. Examples of tasks commonly performed by student aides are: re-shelving of books, reading

shelves, checking in and out of books using an automated system, stamping date due cards and/or books, up-dating and filing magazines, stamping ownership on pamphlet or other materials, cutting out pictures for the picture file, creating displays and decorating bulletin boards, maintenance and running of AV equipment, designing and producing bookmarks or other hand-outs, cutting around laminated materials.

7. After the students are chosen and scheduled, meet with each individually for an orientation. Assign regular tasks and if possible, special projects related to individual strengths and interests. (as noted on the job application form).

During this orientation meeting with each aide, be prepared to outline the entire program. Be sure to emphasize courteousness and helpfulness to other students as well as responsible use of the library at all times, even when not performing aide duties. Some students will have a tendency to believe they have been singled out and that the regular rules of behavior no longer apply to them.

a. A pocket chart, with names of students on the pockets, can be used to assign tasks. Make strips of paper with one task written on each. Put one or more slips in each student's pocket. Either change as needed or leave for the entire job period. Other task strips can be easily added. After signing in and putting on an identification badge, students will check this chart daily and perform the required task.

b. A simple list of tasks to be accomplished (taken from #6 above) with a space next to each can be filled in with the student's name. Students will still sign in and wear a badge.

c. Since book re-shelving is usually one of the tasks to be performed, it is advisable to assign a particular area to each student. That student is then responsible only for that area; re-shelving, shelf-reading, general upkeep, etc. Depending upon the number of students, the areas could be as small as one section of the non-fiction (i.e. the 600's) or as large as all the Picture and Easy.

Hint: no matter how the re-shelving is assigned, always separate the books into areas (Fic, E, etc.). Give the student only one area's books at a time.

d. If date due cards are used, be sure to schedule a student late in the day to stamp these for the next day.

e. If you have an automated Circ. system, students can learn to do the checking out and checking in of books. Be sure to protect other parts of the program. Also, if this is to be part of the student aide program, consider an aide assigned to just this task from each upper grade class. These students would be performing this duty

only when their own class was in the library checking out books. For primary class visits, you may want to schedule the same or additional aides to perform this task also.

f. For obvious reasons, do not ever allow student to take over any tasks that require "judgement calls."

g. Other than general directional help, do not allow students to select or check out books for other students.

8. Develop a sign-in sheet for each week. It should have the day, time and a place for the student to sign. This will be a useful statistical record for both you and the teacher.

9. Be sure to have student aide passes or buttons available, especially if aides are to run errands. These can remain with the library and be re-used or can be given to the student (if a button) as a memento at the end of the period of service. All students should have some type of identification badge to wear during the work period in the library.

10. Develop an evaluation form or letter that you can use to determine the success of the student aide's experience. Copies of this should go in your files, to the teacher and of course to the student.

11. Develop a self-evaluation form for the student to fill out at the end of the program. It should allow the student to comment or check-off the positive and negative aspects of the experience as well as have a place for suggestions for improvement.

After the initial steps above, there are many efficient ways to organize and monitor the program. You must choose what is most applicable to your situation.

(your school name) LIBRARY AIDE JOB DESCRIPTION

Function of Library Aides:

1. To help maintain the Library in efficient working order.
2. To acquire specialized skills and knowledge relating to various library procedures.

Duties: Most library aides will be assigned one or more of the following tasks:

1. Working at the charge/circulation desk
2. Shelving books
3. Reading shelves
4. Updating and filing magazines
5. Creating displays and bulletin boards
6. Assisting with special projects as needed

Procedures: All library aides are to report on time as scheduled. Assignments will be given at the time of reporting. General school behavior rules are to be followed in the library. Library aides are expected to be courteous and helpful to other students at all times.

I have read and understand this job description. I agree to accept the privileges and responsibilities as described. I also understand that if I do not perform satisfactorily I give up the privilege of working in the library.

_____	_____
Student's signature	Parent/Guardian's signature
_____	_____
date	date

(rev.6/90)

(your school name) LIBRARY AIDE JOB APPLICATION

Do you.....

have the desire to learn about how the school library works?
a sense of responsibility?
the ability to work with others as well as by yourself?
an attitude of helpfulness and cooperation?
a willingness to listen to and follow instructions?

If so, you may be qualified for a position as a Student Library Aide. Selection of Library Aides will be based on:

student application
teacher recommendation
library clerk evaluation
job openings

Name_____Grade_____Teacher_____

Previous experience that you feel might qualify you for this job:_____
_____
_____

Special skills or hobbies:_____
_____

Why do you want to become a library aide?:_____
_____

References (present or former teachers):

1._____ 2._____

Thank you for your interest. You will be notified about the results of your application.

_____
Applicant's signature

_____ _____
Teacher's signature Date

(rev. 6/90)

NAME OF SCHOOL

Dear (name of student and room number),

Congratulations! You have been selected to work in the library as a student aide. Please arrange an orientation appointment with your teacher and me so that we may develop your work schedule and duties.

I am looking forward to working with you.

Sincerely,

(your signature--the real one, not a copy)
Library Clerk

(rev. 6/90)

LIBRARY AIDE PROFICIENCY QUIZ

Name_____
(First) (Last) (Alias)

Circle the correct response.

1. T F It is permissible to do wheelies with the book truck once all the titles have been shelved.

2. T F It is allowable to use the dater to stamp the hands and forearms of the borrowers to call attention to the correct return date.

3. T F The correct form of address for the librarian is "Hey You!"

4. T F The proper way to deliver library overdue notices is to fold them into paper airplanes and fly them to the appropriate teachers.

5. T F "Bring this book back or we shall have to hurt you" is an acceptable way to personalize the overdue notices.

6. T F Love notes found in return books may be posted on the library bulletin board.

7. T F Book cards are filed alphabetically by the sex of the borrower.

8. T F One of the benefits of being an assistant is a private lounge complete with soda dispenser and private phone.

9. T F In hanging up library displays, it is allowable to climb the book shelves instead of a ladder.

10. T F The words "biography" and "bibliography" mean the same thing. Readers' Guide and Readers' Digest are the same, too.

11. T F Student aides shall pay the librarian the minimum wage for the privilege of working in this fine facility.

12. T F This is a real quiz.

If you can see the humor in this quiz, you will do quite nicely as a library aide.

It never pays to take ourselves too seriously you know.

CA/cs 6/90

STUDENT AIDE SELF-EVALUATION

Name_____

Evaluation Period: from_____ to _____.

1. I was given enough instruction to perform my assignments.

2. I am satisfied with the quality of my work.

3. I was able to complete my tasks on time.

Suggestions for improvement of the Student Aide program:

_____

_____

_____

_____
Signature

_____
Date

(rev. 6/90)

STUDENT AIDE/VOLUNTEER SIGN-IN SHEET

(sample)

NAME	DATE	JOBS PERFORMED	INITIALS

(your school's name)
RIVERSIDE UNIFIED SCHOOL DISTRICT

STUDENT AIDE EVALUATION

Name_____ Evaluation Period: From_____ To_____

			Out-standing	Above Average	Satis-factory	Needs Im-provement	UnSat-isfactory
I.	Relationship with other children						
	A. Courteous to all students	A					
	B. Sets positive example for other students	B					
	C. Works harmoniously with other Student Aides	C					
II.	On the job assistance						
	A. Meets deadline	A					
	B. Keeps work area orderly	B					
	C. Follows each assignment through to completion	C					
III.	Other factors						
	A. Attendance	A					
	B. Observance of work hours	B					
	C. Grooming and dress	C					
	D. Ability to establish priorities	D					
	E. Initiative	E					
	F. Accepts change	F					
	G. Knowledge of job assignment	G					
	H. Ability to follow instructions	H					
	I. Attitude	I					
	J. Accepts responsibilities	J					
	K. Follows job guidelines	K					

_____ _____
Evaluator Signature Student Aide Signature

_____ _____
Title Date

(rev. 6/90)

SUGGESTIONS OF TASKS THAT COULD BE PERFORMED BY ADULT LIBRARY VOLUNTEERS

It goes without saying that many of these jobs will take initial training and supervision until you are sure the individual can perform the task satisfactorily. It is also necessary to check a volunteer's work from time to time.

1. Card Catalog:
   - drawer by drawer re-alphabetizing
   - filing cards
   - pulling cards

2. Re-shelving and/or re-arrangement of Books

3. Shelf-reading:
   - pulling shelf-markers
   - pulling books needing repair
   - keeping shelves in order

4. Book Repair:
   - simple repairs only

5. Equipment maintenance:
   - surface cleaning and checking
   - for any repairs needed

6. Periodicals:
   - stamp and put in binders (if applicable)
   - file (and keep in order) back copies

7. Pamphlet files:
   - using the form letter, write for free materials.
   - stamp and file pamphlet materials (after you have checked and assigned subject to material).

8.* Collective Biography Index, Short Story Index, Song Index, and Paperback Index.

(* all of the above need specialized training: please ask me if you feel there is a need in you library for any of these indices).

(rev.6/90)

(sample volunteer application form)

NAME OF SCHOOL

(name of school) welcomes parents and community members who would like to become volunteers. The library can use many different levels and types of skills. You will have an opportunity to get to know your child's school better and to learn something new!

I would like to be a volunteer in the school library.

I can come regularly/irregularly on the following day(s):

Monday AM_____ PM_____ Thursday AM_____ PM_____

Tuesday AM_____ PM_____ Friday AM_____ PM_____

Wednesday AM____ PM____

I would be able to volunteer for a special purpose:

Book Fair _____

Inventory _____

I understand that if I make this commitment, I will notify the school if I cannot be present on a scheduled day.

Name_____

Address_____

Phone_____

Signature_____

**I can type: yes____ no _____ I like to type: yes____ no____

I am familiar with computers: yes_____ no _____

(rev. 6/90)